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AUTHOR	Lieberman, Gerald A.; Hoody, Linda L.
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ABSTRACT

This document reports on the 10th seminar of the State Education and Environment Roundtable (SEER). It consists of brief overviews of the daily discussions and presentations that were made at the seminar. Topics discussed include measuring success through student assessment, the Bay Schools Project (BSP), and a co-sponsored educational forum with the National Environmental Education Training Foundation (NEETF) and the U.S. Environmental Protection Agency (EPA). Appendices contain the seminar agenda and updates from states. (MM)

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ED 462 266

State Education & Environment Roundtable

Tenth SEER Seminar

December 3 , 2000
through
December 7, 2000

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INTRODUCTION

From December 3 through December 7, 2000 the State Education and Environment Roundtable (SEER) held its tenth seminar in Annapolis, Maryland.

This document reports on the agenda and participants, briefly describes the various exploratories and relates the discussions that characterized the Seminar.

Arthur Mitchell joined the meeting as SEER's new representative from New Jersey. Dick Dieffenderfer attended as Ohio's newly appointed representative. Kathy Shea Abrams, Jack Maynard and Bob Lumsden represented Florida. Mr. Maynard is Florida's new SEER member following the retirement of Kathy Shea Abrams. Mr. Martin Fortin represented Washington in Tony Angell's absence.

SEMINAR AGENDA

The tenth seminar focused on discussion of the following topics:

- Establishing national partnerships;
- Role of SEER within a national education coalition;
- Strengthening the national presence of SEER and EIC;
- Student assessment;
- Successful EIC schools and networks of EIC demonstration sites; and,
- Creating "green schools."

The full Seminar Agenda is included as Appendix A. The list of participants is included as Appendix B.

Daily Discussions and Presentations

State Updates

Throughout the week, SEER member state representatives informally shared updates on advancements and ongoing program development within their states. The state updates also contained descriptions of activities such as: funding and grants; impacts of SEER research on state education reform efforts; standards and frameworks; and, curriculum development. **The state updates are included as Appendix C**.

Sunday, December 3, 2000

Field trip to School Sites and Natural Areas

To allow SEER representatives to meet and interact the day before the seminar, an informal field experience was arranged. SEER members visited several sites including a secondary school that was constructed using "green schools" approaches including an on-site stormwater management pond. The members also visited a Maryland Audubon Society education facility and nature preserve.

Monday, December 4, 2000

Introduction to Tenth Seminar

Dr. Lieberman began with introductions of all SEER members and staff. He also introduced visiting staff representing the Chesapeake Bay Foundation's "Bay Schools Project." Opening comments included a review of the week's agenda, a description of the Seminar notebook contents and an introduction to a research grant opportunity from the OERI.

Measuring Success: Student Assessment

Gary Heath introduced nationally recognized student assessment expert, Jay McTighe. Mr. McTighe proceeded to lead a morning session on several aspects of assessment including: assessment issues as they relate to standards-based education; a planning framework for assessment; and, preserving integrity in an era of high-stakes accountability.

The following are key points of Mr. McTighe's presentation. He stated that assessment:

- Helps us distinguish between teaching and learning.
- Enables us to make inferences about characteristics of people using multiple sources of data.
- Is a photo album vs. a moment-in-time snapshot. There is an over reliance on single measures. We need multiple sources and larger sets of data.
- Data should not be over-interpreted or used irresponsibly.
- Should reflect what we know about learning and influence how we teach.

Questions raised during the discussion included:

- How do we supplement standardized state tests to give a more accurate measure of achievement?
- How many measures should we include in terms of being awarded funding?
- How do we evaluate grant proposals based on a variety of assessment measures?
- How should EIC be incorporated into the mix?
- How do we legitimize other forms, broader ranges of assessment at the state level?
- What political and economic factors must be considered?
- What credible evidence will indicate that children are learning?
- What is the role of performance-based assessment in the context of standards-based assessment?
- How do we provide the staff development for EIC schools and others to meet varied assessment needs?
- How do we report our results? Do our audiences understand our results?

McTighe stressed that teachers need to be given time to identify assessment evidence, look at student work to determine criteria for grading and collectively plan improvement strategies.

Assessments should be anchored on performance assessment, supplemented with paper and pencil quizzes, student self-assessment, observations, etc. Educators need to ask themselves, "What is going to be most engaging for the student?"

Authentic assessment is the authentic use of knowledge and skills reflected in how students use that learning outside of school. It should reflect the "larger world" use of skills and knowledge.

Bay Schools Project (BSP)

Don Baugh, director of the Chesapeake Bay Foundation (CBF), Jessica Bearman (BSP Director) and three school coordinators -- Joe Davis (middle school coordinator), Pat Ghingher (high school coordinator) and Jen Hulford (elementary school coordinator) joined the morning session.

Gary Heath introduced CBF's Bay Schools Project. The BSP staff shared their experiences of developing a network of nine environment-based schools. They are helping these schools to: use local environments as learning contexts; increase student achievement; and, positively impact stewardship behaviors. They are also working toward building replicable models.

The BSP staff is working to insure that evaluation is built into program design. They are looking at indicators including: student work such as portfolios, test scores, behavioral measures, teacher morale and school climate. Other assessment areas include environmental literacy, higher-level thinking skills, project-based activities and the project's correlation to environmental health.

Karen Harris, principal of Perry Hall Elementary, shared the effects of the Bay Schools Project on her school. Ms. Harris began by expressing their need for more rigorous curriculum and a school-wide focus. She described how she worked to secure staff buy-in and support from the community and parents. Since program implementation, anecdotal data indicate positive changes in teachers' attitudes and school climate. Teachers are working as a team to be more interdisciplinary. They are also using common planning time more effectively. Student work is improving, indicated by higher composite scores and improved subject-matter sub-tests. Ms. Harris also reported that students' behavior has improved. BSP staff meets with Perry Hall staff once a week. In addition, the staff also has a half-day each month to work on lesson development.

Will McKenna, Morren Park School K-8 assistant principal, shared reasons why his school became involved in the Bay Schools Project. He cited a desire to do more project-based work, unify the staff around an integrating context, articulate through the grades, and improve retention of staff. The school staff is creating portfolios of student and teacher work. The school administration has observed more successful staff involvement since the project was introduced. The school staff is spending more time planning creative activities, designing new curriculum, delivering better instruction, evaluating in more authentic ways and celebrating their successes.

Green Schools

Al Abend, state architect from the Maryland State Department of Education School Facilities Branch, shared work his team is doing to try and have long-term impacts on school systems. They have designed facility guides and helped schools develop indoor air quality management plans. The facility's team has also developed a series of technical bulletins to help enhance school sites. Since asthma is the leading cause of absences from school, they recognize the relationship between attendance rates and their work to improve air quality in the school buildings.

Mr. Abend also shared a collection of school case studies, *Conserving and Enhancing the Natural Environment: A Guide for Planning, Design, Construction, and Maintenance on New and Existing School Sites*, where outdoor features are being used to enhance instruction. Mr. Abend and Gary Heath shared efforts to reestablish wetlands, reforest campus areas and involve school staff and students in development of potential study sites.

Tuesday, December 5, 2000

SEER co-sponsored an educational forum in Washington, D. C. with the National Environmental Education Training Foundation (NEETF) and the U.S. EPA. The forum, entitled "Meeting Disciplinary Standards Through Environment-Based Education," was held to introduce EIC and environment-based education to other education agencies and organizations. The forum involved SEER's members, and representatives from a variety of national K-12 education organizations/associations including:

- Antioch New England Institute
- Arts Education Partnership
- National Audubon Society
- National Environmental Education and Training Foundation (4)
- National Science Foundation (2)
- National Science Teachers Association (2)
- Principal, teacher and students from Huntingdon Area Middle School (5)
- Smithsonian Institution
- The Pew Charitable Trusts
- U. S. Department of Education
- U. S. Department of Education, OERI
- U. S. Department of Education, Regional Director, San Francisco
- US EPA (3)

NEETF's Kevin Coyle opened the forum. Dr. Lieberman introduced SEER and made a presentation about SEER's research and professional development related to EIC.

Dr. Lieberman introduced a team from the Huntingdon Area Middle School in Huntingdon Pennsylvania. Huntingdon's principal Jill Adams, Fred Wilson — an EIC classroom teacher, and several students shared their experiences using environment-based education. This session was followed by breakout groups to talk with the SEER members about the practicalities of getting environment-based programs started in the nation's schools.

A representative of the Art Education Partnership (AEP) described the organization and shared their recent accomplishments. The meeting participants discussed the AEP and explored possibilities for an Education and Environmental Partnership (EEP) as a vehicle for expanding the dissemination of information about environment-based education and helping to build further collaboration toward its implementation across the nation.

Wednesday, December 6, 2000

The morning began by debriefing the Washington, D.C. meeting of the preceding day. Discussion points included:

- The strong impact of the AEP representative's insights into establishing national affiliations and partnerships;
- SEER's need to create and maintain a national presence, possibly with a role in a national coalition similar to that of the Arts Partnership;
- The need to explore partnerships within SEER states that might provide a model for a national coalition; and,

- The importance of partners such as the National Audubon Society. For instance, Mary Smith of Audubon's D.C. office, is working to create a national demand for environment-based education, in addition to Audubon's focus on creating educational centers.

The dialogue evolved into a discussion of a long-term strategy for developing a national coalition. Dr. Lieberman posed the question, "What are the key issues we would like SEER to represent at a strategic planning session for a possible EEP?" The following are responses:

- Developing funding sources to support national and state environment-based education initiatives;
- Continued research on student achievement and student retention resulting from environment-based education;
- Longitudinal research to demonstrate long-term effects on students' lifestyles, professional and personal practices, careers, attitudes, etc.;
- Emphasis on pre-service and the area of teacher preparation, licensure (best models for national boards and certification);
- Increasing visibility of environment-based education;
- Identifying other partners in the educational community who have similar challenges of being included in core curriculum;
- Developing strategies and marketing (plans and products) to educate the local and state boards of education as to the importance of environment-based programs (perhaps setting up a teleconferencing site);
- Creating a network that "builds a presence" for environment-based education;
- Making diversity in leadership a priority;
- Soliciting a national figure to advance the voice of environment-based education;
- Researching the various audiences who are involved in environment-based education and tracking the effects on students;
- Focusing research on targeting affects of EIC programs on urban students;
- Focusing leadership strategies within state agencies to network agencies that do environment-based education;
- Identifying strategies to help coordination among state agencies on delivery of environment-based education to schools and non-formal entities;
- Collecting sample legislation to increase funding for environment-based education;
- Creating ways to be in the financial pipeline from environmental fines; and,
- Learning how to advertise successes more effectively.

The discussion next turned to the need to invite a diversity of educational stakeholders to form the national coalition. The group discussed the need to: find a simple, non-divisive message about good education; utilize good public relations strategies; use language that emphasizes "connection, unity and common ground;" and, emphasize how environment-based education impacts the capacity to achieve common goals.

The participants discussed identifying the most important messages to bring to a planning meeting for a national coalition. Topics of discussion included:

- New directions for departments of education, including strategies on how to promote EIC implementation in each state;
- Inviting representatives from the school-to-career, career and technology and agriculture programs;
- Surveying schools to identify demonstration sites; and,
- Strategies for how to get SEER's agenda moving.

Other programs with which SEER could be aligned were discussed. Possible opportunities might include:

- Building and Facilities (safety, instructional tie-ins)
- Eisenhower and other grants
- Gifted and Talented
- Service Learning
- Other state agencies (survey groups to determine how they could potentially work with SEER)
- Comprehensive School Reform
- AP Environmental Science
- Title monies, e.g., Title One
- Non-profits (e.g., Casey Foundation to work with inner-city schools)
- Character Education
- Special education
- Adjudicated Youth
- National funders
- Reading educators

The group also identified the following groups as potential partners:

- NASSP, NEASP (elementary and secondary principals' associations)
- Middle School Associations
- Energy providers
- Phi Delta Kappa
- ASCD state affiliates
- CSRD coordinators
- Foundations
- Assessment Directors Association

The group also discussed the role of SEER in the national EE field. The need was presented for SEER's national role to extend beyond what the EIC program has to offer.

Thursday, December 7, 2000

Grace Lieberman discussed SEER's new "innovation configuration" instruments and how they will be field-tested in Minnesota with the EIC school network. She distributed the school's EIC implementation plans from Faribault Middle School and Rockford Middle School.

Eleventh Seminar

Plans for the eleventh SEER seminar were discussed. The tentative dates for the meeting are May 19-24, 2001. The location is yet to be determined.

Ideas for the eleventh seminar included presentation of:

- Legislative initiatives;
- Progress with E and E Partnership;
- Making the interdisciplinary connections;
- New administration positions and initiatives;
- Policies of national reading groups; and,
- State regulatory agencies policies/positions.

The discussion began to focus on the potential for working with national reading organizations. In this context, topics discussed included the need for application and assessment examples that use reading.

It was determined that SEER representatives should make it a priority to seek out their state reading organizations to determine which are the most important national reading associations. They should then work on bringing both a state reading consultant and language arts teachers' association representative to our next seminar. Other possible guests to the meeting may include a reading recovery representative, U.S. Department of Education leader(s) in reading or Title One coordinator.

The 10th SEER Seminar closed.

State Education & Environment Roundtable

Tenth SEER Seminar — Agenda

December 2 — December 7, 2000

Saturday - December 2, 2000	
Various	**Airport pick-up for trip to:** **Historic Inns of Annapolis** 58 State Circle, Annapolis, MD 21401 Phone: (410) 263-2641 Fax: (410) 268-3813 **Dinner:** Independent, at hotel or nearby restaurant
Sunday - December 3, 2000	
8:15 a.m.	**Breakfast: Historic Inns of Annapolis**
9:00 a.m.	**Depart hotel for trip to Chesapeake Bay** • Chesapeake Bay exploration: Including canoe and kayak rides, and short hikes to blinds for birding. • School site visits • Luncheon hosted by the Maryland Audubon Society • Opening dinner at a restaurant on the shore
8:30 p.m.	Return to Historic Inns of Annapolis
Monday - December 4, 2000	
8:00 a.m.	**Breakfast: Historic Inns of Annapolis**
9:00	**Greetings and opening comments**
9:15	**Introduction to OERI proposal/project**
9:45	**Exploratory:** Session with national assessment expert Jay McTighe about how to measure student performance. Measuring student performance at national, state and building levels.
10:30	Break
10:45	**Exploratory:** (continued)
12:00 p.m.	Lunch: Historic Inns of Annapolis
1:00	**Exploratory:** Chesapeake Bay Foundation's Bay Schools Project
2:45	**Break**
3:00	**Exploratory:** Maryland's green school program with special guest, architect Al Albend.
5:00	Adjourn **Independent dinner at local restaurants**

(858) 676-0272
(858) 676-1066 Fax
www.seer.org

16486 Bernardo Center Dr.
Suite 328
San Diego, CA 92128-2530

California
Department of Education
Colorado
Department of Education
Florida
Department of Education
Iowa
Department of Education
Kentucky
Environmental Education Council
Maryland
State Department of Education
Minnesota
Dept. of Children, Families & Learning
Office of Environmental Assistance
New Jersey
Department of Education
Ohio
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Pennsylvania
Department of Education
Texas
Education Agency
Washington
Supt. of Public Instruction

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Director
Gerald Lieberman, Ph. D.

Tuesday - December 5, 2000	
This is the only session during the week when formal attire will be appropriate.	
7:30 a.m.	**Depart for Washington D.C. for Educational Forum**, jointly sponsored with NEETF, entitled "Meeting Disciplinary Standards Through Environment-Based Education." The forum will include SEER members, representatives from the national disciplinary societies and other organizations concerned with K-12 education.
8:30	Breakfast
9:00	**Brief welcome and opening remarks**
9:10	**Successful educators and students** from Huntingdon Area Middle School
10:00	**Question and answers for educators and students**
10:15	Break
10:30	**Remarks by SEER members on achieving state standards through EIC**
11:30	**Exploring Mutual Interests**, an interactive session with participating educational agencies and organizations
12:00 p.m.	Lunch
1:00	**Remarks by representative of the Arts Education Partnership:** "What the AEP has accomplished in arts education in the schools."
1:30	**Small Group Discussions**: benefits of collaboration
2:30	**Reports from break-out groups**
3:00	**Discussion of the results of the break-out groups**
4:00	Adjourn and depart for return to Annapolis
6:00	**Independent dinner at local restaurants**

Wednesday - December 6, 2000	
8:00 a.m.	Breakfast: Historic Inns of Annapolis
9:00	**Debrief of Educational Forum**
9:30	**Open discussion and reflection time**
10:30	Break
10:45	**Open discussion and reflection time continues**
12:00 p.m.	Lunch: Historic Inns of Annapolis
1:00	**Work on OERI proposal/project**
3:00	Break
3:15	**Continue work on OERI proposal/project**
4:30	Close of Session
6:30	**Depart for Carrol's Creek Cafe**
8:30	**Depart for return to** Historic Inns of Annapolis

Thursday - December 7, 2000	
8:00 a.m.	Breakfast: Historic Inns of Annapolis
9:00	**Planning for 11th Seminar and Other business**
10:15	Break
10:30	**Administrative Matters and Seminar Evaluation**
11:00	Close of 10th Seminar
	Depart for Airport

Appendix B

SEER 10th Seminar Participants

CALIFORNIA

Mr. Bill Andrews
Office of Environmental Education
California Dept. of Education
P.O. Box 944272
Sacramento, CA 95814
Phone: (916) 657-5374
Fax: (916) 657-4964
E-mail: bandrews@dee.ca.gov

COLORADO

Mr. Don Hollums
Regional Education Services
Colorado Dept. of Education
201 E. Colfax Avenue
Denver, CO 80203
Phone: (303) 866-6787
Fax: (303) 866-6836
E-mail: Hollums_D@cde.state.co.us

Ms. Mary Gromko
Colorado Springs District 11
1115 N. El Paso
Colorado Springs, CO 80903
Phone: (719) 520-2034
Fax: (719) 520-2165
E-mail: msgromko@iex.net

FLORIDA

Dr. Robert Lumsden
Program Director for Instructional Programs
Florida Department of Education
Room 444
325 West Gaines Street
Tallahassee, FL 32399-0400
Phone: **(850) 488-1701**
Fax: **(850) 922-0028**
E-mail: Lumsdeb@mail.doe.state.fl.us

Mr. Jack Maynard
Program Specialist for Environmental Education
Florida Department of Education
Room 444
325 West Gaines Street
Tallahassee, FL 32399-0400
Phone: **(850) 488-1701**
Fax: **(850) 922-0028**
E-mail: Maynarj@mail.doe.state.fl.us

IOWA

Ms. Kathy McKee
Iowa Department of Education
Grimes State Office Building
Des Moines, IA 50319-0146
Phone: (515) 281-7697
Fax: (515) 242-6025
E-mail: kathy.mckee@ed.state.ia.us

KENTUCKY

Ms. Jane Eller
Executive Director
Kentucky Environmental Education Council
Capital Plaza Tower
Room 1705
Frankfort, KY 40601
Phone: (502) 564-5937
Fax: (502) 564-6952
E-mail: jane.eller@mail.state.ky.us

MARYLAND

Mr. Gary Heath
Division of Instruction and Staff Devel.
Maryland State Dept. of Education
200 W. Baltimore
Baltimore, MD 21201
Phone: (410) 767-0324
Fax: (410) 333-2379
E-mail: gheath@msde.state.md.us

Ms. Rebecca Bell
Division of Instruction and Staff Devel.
Maryland State Dept. of Education
200 W. Baltimore
Baltimore, MD 21201
Phone: (410) 767-0330
Fax: (410) 333-2379
E-mail: rbell@msde.state.md.us

MINNESOTA

Ms. Kathleen Lundgren
Teaching & Learning - System Services
Minnesota Department of Children
1500 Highway 36 West
Roseville, MN 55113-4266
Phone: (651) 582-8815
Fax: (651) 582-8876
E-mail: kathleen.lundgren@state.mn.us

Ms. Jean Tushie
Teaching & Learning - System Services
Minnesota Department of Children
1500 Highway 36 West
Roseville, MN 55113-4266
Phone: (651) 582-8836
Fax: (651) 582-8876
E-mail: jtushie@attglobal.net

NEW JERSEY

Mr. Arthur Mitchell
New Jersey Department of Education
100 River View Plaza
PO Box 500
Trenton, NJ 08625-0500
Phone: (609) 984-7453
Fax: (609) 292-7276
E-mail: Amitchel@doe.state.nj.us

OHIO

Mr. Dick Dieffenderfer
Ohio Department of Education
Professional Development
Room 1009
65 South Front Street
Columbus, Ohio 43215-4183
Phone: (614) 644-0168
Fax: (614) 728-3058
E-mail: dick.dieffenderfer@ode.state.oh.us

PENNSYLVANIA

Dr. Patricia Vathis
Environment and Ecology Program
Pennsylvania Department of Education
333 Market Street
Harrisburg, PA 17126
Phone: (717) 783-6994
Fax: (717) 787-7066
E-mail: PVATHIS@northstar.csiu.k12.pa.us

TEXAS

Ms. Irene Pickhardt
Division of Curriculum Development
Texas Education Agency
1701 N. Congress Avenue
Austin, TX 78071
Phone: (512) 463-9566
Fax: (512) 463-8057
E-mail: ipickhar@tmail.tea.state.tx.us

WASHINGTON

Martin E. Fortin Jr.
Director, Cispus Learning Center
2142 Cispus Rd
Randle WA 98377
Phone: (360) 497-7131
Fax: (360) 497.7132
E-mail: fortin@myhome.net

SPECIAL GUESTS

Dr. Kathy Shea Abrams
Route 4, Box 4086
Monticello, FL 32344
Phone: (850) 997-1432
E-mail: kabrams@polaris.net

Ms. JoAnn Roberts
Calvert County Public Schools
1305 Dares Beach Road
Prince Frederick, MD 20678
Phone: (410) 535-7247
Fax: (410) 535-7262
E-mail: robertsj@calvertnet.k12.md.us

STATE EDUCATION & ENVIRONMENT ROUNDTABLE

16486 Bernardo Center Drive, Suite 328
San Diego, CA 92128
Phone: (858) 676-0272
Fax: (858) 676-1088

Dr. Gerald Lieberman
Director
E-mail: gerald@seer.org

Ms. Linda Hoody
Professional Development Coordinator
E-mail: linda@seer.org

Ms. Grace Lieberman
Curriculum Integration Specialist
E-mail: grace@seer.org

Appendix C — State Updates

California

- EE task force steering committee has convened monthly for one year, ever since the first superintendent's summit. The task force has researched strategies for sustaining the CREEC network and advancing EE in the state. Helped garner support for budget change proposal for the COEE and support of the CREEC network. Unfortunately, the governor and department of finance eliminated it from the state budget, although it received unanimous support from CA Assembly and Senate's education committees, as well as support from governor's cabinet;
- OEE provided state priority grants to WestEd to develop searchable database for each of the 13 regional CREEC offices, representing all 58 counties of state. WestEd provided professional development for all CREEC coordinators;
- Another state priority grant was issued to the CA Community Forest Foundation to assist OEE in its effort to develop a state plan for EE as well as to conduct a second summit;
- State priority grants were also provided to Air Resources Board to revise EE compendium for Air Resources and to the California Community Forest Foundation to revise the EE Compendium for Natural Communities and Human Communities. Those resources should be available in 2002;
- US EPA has granted a third year of support to enable CREEC network coordinators to implement their organization and fund development plans (third year funding of $110,000);
- Conducted fall CREEC conference, focusing on and marketing the value of CREEC network to all EE stakeholders
- Currently evaluating quantitative effects of CREEC on the education community; and,
- Interagency Disney sponsored Enviromentality signed up 2900 5th grade classrooms for the 2000-01 school year.

Florida

- The Office of Environmental Education no longer is subcontracted through the Gulf Coast University. The Department of Education, under the Bureau of Curriculum, Instruction and Assessment now houses the state's Environmental Education offices. The Solid Waste Management Trust Fund provides Jack Maynard's salary;
- Mr. Maynard is involved in all curricular areas, as part of an entire team of curriculum development specialists;
- Mr. Maynard has resumed responsibility for coordinating the Regional Service Projects (RSP) as a main system of delivery to teachers. Each RSP has the responsibility of working with a low-performing school in their region. RSP funding now comes from panther license plate tags;
- A new EE web site, linked to DOE, is under development. Mr. Maynard will e-mail its address when it is operational;
- The Sharing Success Program will be continuing to showcase schools with successful environment-based programs; and,
- Barbara Berry has developed a math resources box with an environmental focus for use by the state's teachers.

Iowa

- Efforts to work with schools on EIC implementation are continuing. A strategic plan is being developed for identifying potential participants in a network of EIC demonstration sites;
- An effort has been initiated to identify how to integrate environment-based education at the secondary level;
- Possibilities are being explored to initiate environment-based educational programs in pre-service, in-service and teacher certification throughout the state;
- Iowa Conservation Education Council is being formed as a committee of representatives to guide direction of environment-based education efforts; and,
- The department has created a residential outdoor experience for middle and high school at-risk students to be implemented Spring 2001-02.

Minnesota

- Jean Tushie has been appointed to work as a state EIC coordinator on a half-time basis;
- Pam Landers has chosen to redirect her energies (i.e. partial retirement) but remains as an advisor/sounding board to DCFL work as well as chairing the EE Advisory Board for the State;
- Official Best Practice Network formed for EIC. This year the first meeting in November included the development of a Network Standard for their work, an annual plan which will be captured through teacher portfolios and presentations at the end of the school year;
- The new title being considered is "Integrated Best Practice Network." It is believed that the new title will pull the focus from environment and leave the door open for other contexts within the network at some future date;
- Efforts are being put into setting up joint meetings with other Best Practice networks in Social Studies and Communication Arts during this school year or mid-summer to begin focusing on common agendas and strategies similar to the joint meeting with Science in November; and,
- Work continues on developing an EIC/Integration e-Framework that would include: links to the SEER/EIC Criteria for Teaching and Learning (Best Practices); MN's Scope and Sequence for Environmental Systems (Content); appropriate portions of MN's GreenPrint; sections on leadership and professional development; and Resources with a link to MN's SEEK (Sharing Environmental Education Knowledge), SEER, Service Learning, safety and other content areas.

New Jersey

- Commission on EE has lobbied for a line item in the budget that has gone through several proposals, in the amount of $200,000 for EE professional development for teachers;
- Dodge Foundation grant received in the amount of $70,000 for 10 EIC seed programs (to represent the initial EIC Network). Presently the program is in the application phase. Selected schools will be identified by March 2001 and will include elementary, middle and high schools;
- Commission on Environmental Education has printed 15,000 EE awareness posters for dissemination throughout the state. The purpose is to support EE best practices; and,

- The department is presently involved in the General Standards review process. EE educators are being included on the committees.

Ohio

- Ohio's EE 2000 Strategic Plan for EE was published April 1999;
- Ohio Interagency Council for EE has been re-instituted, with a meeting attended by 28 state and federal agencies;
- The Directory of Ohio Environmental Education Sites and Resources has been updated. It will be made available in text and CD formats;
- Guidelines for Best Practices have been produced, a document providing recommendations for EE best practices for all audiences;
- Analysis of teacher pre-service programs is underway to identify environment-based components;
- The EE Research Consortium of university personnel throughout the state has been formed. The group will work to discover benefits of environment-based education;
- A new marketing plan is being worked on as part of the Ohio EE 2000 steering committee effort;
- Standards for Technological Literacy: Content for the Study of Technology were released in April 2000. (Including effects of technology on the environment) Benchmark statements K-12 are included;
- Final report on the Ohio hazardous waste removal program was recently completed to impact handling of chemical waste;
- Historical miles were compiled and published listing the multi-agency and organizational accomplishments from 1935-present; and,
- The Ohio EE fund continues to provide mini-grants to support EIC programs in schools.

Washington

- Tony Angell hosted a roundtable of 20 agencies and associations who have expressed interest in supporting Washington schools. An informational meeting will be held in October with identified stakeholders. The intention is to gather the support of stakeholders to help halt the change in the mandate to gut administrative for EE;
- The Washington State Board of Education recently advised our community of educators that all subjects currently described under WAC 180-50-115 were being recommended for elimination from current . This meant that Environmental Education, currently taught K-12 in an interdisciplinary fashion, would be changed to a recommended status, but no longer required.
  The Environmental Education Office along with representatives of the State Board of Education, in reviewing Mandatory areas of Study advised the educational and business community made a series of presentations to the State Board advising that it would be wise to keep the current wording in the Administrative Code.
  Along with the Citizens for Environmental Education, the Env. Edu. Office met with the State Board Director and discussed the rationale for the recommended change and the consequences of such action. It was clear that the recommended change was intended to be a constructive move that would lessen the burden on educators who are deeply involved with meeting the requirements of the new Standards for Education.
  Inasmuch as it was clear that the current requirement promotes the interdisciplinary nature of reform and that the new State Guidelines for Environmental Education are written in a manner that supports teaching to the new standards, it was argued that

the law should remain as is. Furthermore, Closing the Achievement Gap was entered into evidence as a clear indication of how powerful EIC is in the development of student learning. Environmental Education in Washington makes teaching to the new standards easier rather than creating an additional burden for the educator.
The Citizens for Environmental Education described the proposed action to an interested public and there was an overwhelming response. Thoughtful letters were directed to the State Board advocating the retention of the status quo. The State Board Director indicated that (in recent memory) no other educational area had received such a strong and articulate outpouring of support.
The State Board of education unanimously voted to suspend action on review of Mandatory Areas of Study and to retain the current law. The Board made a very strong statement of affirmation as to the importance of good education on all matters related to our environment.

- Citizens for EE hosted a regional wide meeting that sought recommendations for new EE legislation. It was distinguished by the diversity of attendance and new membership. From the full day meeting came a variety of recommendations that were forwarded to study groups. Currently under legislative sponsorship is a bill that would provide for transportation costs associated with field study in environmental education related learning.
- Continued work is done by several of the State's Resource Agencies to direct Salmon Recovery money to education related projects. Discussions have been held, letters written but to this date there are serious limits as most of these monies are for habitat acquisition and restoration. The Governor's Council for EE in Washington has had some success in coordinating and supporting projects that involve EE and salmon recovery.
- The Puget Sound Environmental Learning Center (promising to be an international model for learning in the context of the natural environment) has broken ground on Bainbridge Island. Funded in some large part by Debbie and Paul Brainard, the facility is under construction and a full staff has been hired. They have already held a series of workshops on the site and involved the educational community in their training programs.
  The residential facility will host Seattle School District students from the elementary into the middle school level. There will also be a higher education teacher training program at the facility and an artist in residence.
- Along the above lines, the North Cascades Institute has also broken ground for their Environmental Learning Center in the North Cascades. This long established Institute is working in company with Seattle City Light for the construction and operation of this facility. The Residential Center will bring in students from throughout the northwest and north east counties of Washington.
  Another facility is planned for eastern Washington. Jointly supported in a partnership between the Washington State Principal Association, the Department of Natural Resources, the State Superintendent of Schools and the local Educational Service District, the facility will open within the next three years. The potential for exchange of student groups, between the learning centers to study the distinctions between Washington's many bioregions, is considerable.
- There has been an emphasis on the partnerships of the Environmental Education Associations of Washington and Oregon as they recognize the common bio regions they share within the Columbia River drainage. This years conference will be held jointly in Portland Oregon.

- The Assessment efforts continue in Washington. The summer involved some refinement in the assessment strategies. More is planned. Linking the EE Goals and Guidelines to the State Standards has proven to be a successful initiative inasmuch as it has greatly assisted the teachers in their efforts to meet Washington's Essential Learnings; and,
- The EIC team of Linda Hoody and Grace Lieberman have made great gains in assisting the Concrete Middle School in its effort to improve their educadtional efforts. Please describe as appropriate.